

**Reaching Every Learner**



**Case Study Video**

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**Amy attends a general 3rd grade classroom.**

**She loves school and is on grade level in all academic subjects.**

**Amy loves Hello Kitty, Disney Movies, and playing with her friends.**

**She is deaf and uses a cochlear implant and an FM system in the classroom.**

**Amy does best with assistive technology, visual cues, and specific supports.**

**Meet Amy**

American Speech-Language-Hearing Association – www.asha.org

Center for Parent Information and Resources - www.parentcenterhub.org

The IRIS Center – http://iris.peabody.vanderbilt.edu

National Association of the Deaf – https://nad.org

Individual with Disabilities Education Act (IDEA) – idea.ed.gov

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| **Academic**   * Early Identification and Intervention * Related Services * Interpreter * Assistive Technology * Visual Supports * Captioned Video * Seating up Front | **Behavioral**   * Be Encouraging and Responsive * Understand Unique Needs * Functional Behavior Assessment * Involve Family and School Team to Develop Positive Support Plan | **Social/Communication**   * Sign Language Instruction * Model Sign Language for Whole Class * Peer Models * Speech/Language Therapy * Assistive Technology |

* A hearing impairment so severe the student is impaired in processing linguistic information through hearing that adversely affects educational performance.
* A hearing loss greater than 90 dB is considered deafness.
* Do not have cognitive disability, but hearing loss may impact development.
* Deafness can be slight to profound, and may be congenital or acquired after birth.
* Impairment or damage may be to outer, middle, inner ear, or a combination.
* May become off task and have difficulty in large groups or with peer interactions.

Characteristics

**Deafness**

Best Practices

References and Resources